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STUDIES in COMPARATIVE EDUCATION

Education in Afghanistan

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

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OE–14057

EDUCATION IN AFGHANISTAN

by

ABUL H. K. SASSANI, *Specialist,*

Comparative Education for the Near East

Division of International Education

January 1961

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

ABRAHAM A. RIBICOFF, *Secretary*

OFFICE OF EDUCATION

STERLING M. MCMURRIN, *Commissioner*

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PART I--BACKGROUND INFORMATION

The Country

Afghanistan by which the country is now known is not the original name but a term of recent origin, and literally translated means the land of the Afghans. The country is about the same size as the State of Texas and lies in about the same latitudes. It forms the north-east portion of the great Iranian plateau with frontiers bordering on the Union of Soviet Socialist Republics, Iran, Pakistan, and a narrow strip (Wakhan) extending eastward from the north-east corner to the border of Communist China.

As the gateway to India and the Orient, Afghanistan is strategically an important country in Western Asia and to most of the world one of the least known countries. Much of the land is mountainous and a large part is desert or at least very arid. The mountains of Hindu Kush, crossing diagonally in the north-central part, vary from about 10,000 to 25,000 feet. The country actually commands Asia's most strategic mountain passes. Much of the commerce between Europe and the Orient passed through here in ancient times. Through this gateway merchants carried European goods to the Orient and brought in return the silk, the spices, and the gems of the Far East. Alexander led his army through Afghanistan to conquer India, and waves of Tartar hordes of Genghis Khan and Timur the Lame swept through Afghan villages.

Afghanistan is a mountainous landlocked country having no outlet to the open sea. With the exception of the Amu (the Oxus) in the extreme north which forms the boundary between Russian Turkestan and Afghanistan, there is no river in the country which is not fordable throughout its course for the greater part of the year. Most of the rivers of the country are either absorbed inland or disappear in the neighboring countries.

Generally speaking, the country is cold in winter, hot and dry in summer. Because of its higher altitude, the central plateau is cooler than the rest of the country which has an intensely high temperature during the summer months, June, July, and August. One of the chief characteristics of the climate is the clear cloudless sky which provides a great deal of sunshine throughout the year. The extremes of climatic conditions and sharp differences between seasons have a striking effect on the customs and the dresses of the people.

The People

The people of the country are very heterogeneous. This is one of the important problems confronting the Nation today. There are many different ethnic types and tribes among the 12 million so-called Afghans. Popularly all inhabitants of Afghanistan are called Afghans. But the term Afghan specifically refers to one group of tribes of which the Durrani is the most powerful. There are Pashtuns presumably the descendants of the original Aryan stock who settled in the country during the days of general migration -- Hazaras, Turkomans, Uzbeks, Kizilbashes, Kirgiiz, Arabs, and others.

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The Hazara Mongols are numerically dominant in the great central-mountain region. Turkomans and Uzbeks live mostly in the northern plains of Turkistan. Baluchis and Tajiks are found in scattered groups in the south-eastern part of the country. Generally they are all hardy mountain people, noted for their hospitality and friendliness. But they differ from each other not only in customs and traditions but physically as well.

Islam of the Sunni doctrine is the State religion, and almost all the Durrani, the Pashtuns, Tajiks, Turkomans, and Uzbeks belong to this sect. The Hazaras and Kizilbashes are mostly Shias. There are also a few thousand Sikhs, Hindus, and Jews living in the cities.

The racial differences in the country have been accentuated somewhat by languages, the most important of which are Pashto and Persian. It is assumed by the Afghan government that the majority of people who call themselves true Afghans speak Pashto which is closely related to the Urdu language of Indo-Pakistan subcontinent. The Tajiks and most other groups, particularly people living in cities and towns, speak modified Persian (Farsi). Both Persian (Farsi) and Pashto are Indo-European languages. The most common language of Uzbeks is Turkish, a Ural-Altaic language. Certain parts of the country have their own dialects. 1/

Historical Development

Afghanistan's history reaches back at least five thousand years. In the ancient times the country became the meeting ground of at least three great civilizations of the world; namely, Aryan, Graeco-Bactrian, Graeco-Buddhist. Until about 500 B. C. it was a part of the Achaemenian Empire (Persian) and the population in the north was Iranian or Persian. Through Alexander's campaign Persian power waned and Greek dynasty ruled the country for over 200 years after which Afghanistan passed into the hands of the Parthians who at that time were in possession of the western provinces. In another 200 years a central Asian tribe conquered Afghanistan and established the Kushan dynasty. It was during the rule of this dynasty that the country adopted Buddhism.

In the 7th and 8th centuries A. D., Arab conquest reached Afghanistan and introduced Islam which infused different life into the country and started fundamental cultural changes. During the 13th century Afghanistan suffered greatly by the invasion of the Moghuls of Jenghiz Khan. Some of its most important cities, such as Herat, Balkh, Ghazni and Bamian, were completely destroyed. In 1729, Afghanistan was again conquered by the Persians.

1/ Mohammed Ali, Professor of History, Kabul University. A New Guide to Afghanistan. Lahore: The Northern Pakistan Printing and Publishing Company, 1958. 301 p.

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After wars and many internal and external difficulties the present Kingdom of Afghanistan was established by Ahmad Shah of the Durrani tribe in about the middle of the 18th century. Finally in 1919 during the reign of Amanullah, grandson of Abdur-Rahman, Afghanistan became a completely independent and sovereign nation.

After winning independence for Afghanistan, Amanullah had other ambitious plans for the progress of his nation. His new ideas attracted international attention and invitations were extended to him to visit several European countries, including Iran and Turkey, neighboring Moslem countries which were going through similar transformation. His experiences abroad and on-the-spot observation of existing conditions in certain areas had made a deep impression on Amanullah. He returned from the trip as an anxious reformer and wanted to introduce the Western way of life into his country as fast as possible. But his zeal for reform brought him into conflict with his people. His attempts to change the old Afghan tribal laws and traditions and his challenge to break the power of the Mullahs or Moslem clergy were defied by the people. These disturbances led to a revolution in 1929 and forced him into exile in Europe where he later died. Then the capital Kabul fell into the hands of Bacha-i-Saqas, son of a water carrier, who took the name of Habibullah. He was soon overthrown by Mohammed Nadir Shah, a former member of Amanullah-Khan's government. Nadir Shah was assassinated in 1933 and was succeeded by his son Zahir Shah, present ruler of Afghanistan.

Government and Administration

Afghanistan was an absolute monarchy until 1919 when King Amanullah introduced a system of democratic government. It is now a constitutional monarchy. Afghanistan's Constitution was adopted in 1930 which gives most of the country's political power to the Prime Minister, called Sadri-Azam, who heads the cabinet. The Constitution is based on Islamic law.

The legislation is accomplished by: (1) National assembly (Majlis-i-Shura-i-Milli) with about 130 members elected from the different provinces every 3 years, and (2) a council of nobles (Majlis-i-Aiyan) composed of 45 persons appointed by the King. There is also a grand council (Loe Jirga) which has usually between 600 and 1,000 members, delegates from provinces and tribes, which meets occasionally to decide on such important matters as declaration of war and similar issues. Laws passed by the legislature combined with Islamic religious laws form the legal code in the country. Tribal chiefs and local leaders have great authority among the farmers and nomads. The governors of the provinces are appointed by the King for indefinite terms. The mayors and councils of the cities are elected for 3-year terms by the people. The administration of the government is carried on by the King and his cabinet consisting of the prime minister and some 15 other ministers including education, defense, interior, foreign affairs, justice, commerce, health, public works, post and telegraph.

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Economic Factors

Although perhaps not more than 20,000 square miles of a total area of about 270,000 are under cultivation, the country of Afghanistan is self-supporting in food, cotton, and wool. The country's most important needs include sugar, tea, petroleum, motor vehicles, textile machinery, with cotton piece goods representing some 40 percent of her imports. No accurate budget figures are available to indicate the amount of national income. The national income is obtained principally from land taxes, custom duties, including certain profits of state trading and the Afghan National Bank. The country's most important export items include: Skins (Karakula skins which may reach as high as 2,000,000 skins yearly); fruits, which may be fresh, dried, or preserved; and nuts (Pistachios, almonds, and others). Until World War II, India, Great Britain, the Soviet Union, and the United States, in that order, were the country's leading export markets. Since then the order has been changed. Now the United States has become Afghanistan's leading market. The important wealth of Afghanistan lies in the large number of flocks and herds which graze on the great pasture lands below the mountains. The best quality of lambskin or astrakhan (Karakul) come from the pastures around Andkhim. Sheep from the south mostly provide mutton, wool, and butter.

According to various geological surveys, the country is rich in minerals with immense productive potentialities, but its mountainous nature and being landlocked makes the exploitation of these natural resources extremely difficult and not so profitable. Industrially the country is still under-developed. There are no railways and but few good roads, and air service in Afghanistan is limited.

Transportation is one of Afghanistan's main problems. The country has about 2,500 miles of motorable roads. An important contribution to the transportation development is a transit agreement with its neighbor, Pakistan, to give Afghanistan better access to Pakistani ports on the Arabian Sea. Afghanistan's considerable hydroelectric potential, now under development by the government, is expected to contribute greatly to the country's economic progress.

The United States is helping the country in establishing an effective national highway department, for planning and constructing an adequate highway system, in developing and improving maintenence services, and in training necessary personnel. Assistance has also been given in acquiring trucks for general transportation and in the construction and equipping of motor vehicle repair shops at Kabul and Kandahar. One of the major United States development assistance projects in Afghanistan is in air transport. A large international airport is now under construction at Kandahar and civil airports are being established at five other cities. Unites States economic assistance to Afghanistan under the mutual security program began in 1951 in the form of technical cooperation. The basic objective of the aid has been to train Afghans to work on selected projects which are undoubtedly indispensable for future economic development of Afghanistan.

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Industry in Afghanistan is generally limited to small factories producing consumer goods and cottage industries. Perhaps the most important industrial development of the country is the Cotton Company, which has its headquarters at Kunduz.

Of the cottage industries, carpet weaving occupies an important place in Afghanistan. For centuries the country has been known for its fine carpets which are valued highly in the foreign market. The chief carpet-making districts are located in the North in Herat, Mazari-Sharif, Daulatabad, Aqihah, Andkhoi, and Kataghan. Most of these carpets are made by women who have followed the trade from childhood and have spent most of their lives at the looms with a knife, a comb, and a pair of scissors, which are the only instruments used. These are the ancient traditional tools which the girls of northern Afghanistan have used from time immemorial to prepare the basic furnishings for their homes, such as carpets, rugs, saddle bags, tent-flaps, and decoration for walls and doorways. Next to carpets, making of sheepskin coats and vests is a flourishing cottage industry. The edges and sleeves of the coats are usually embroidered with yellow silk. These cottage industries of cotton and wool fabrics are widespread. To help the country develop its industry, the United States is cooperating in surveys to determine the need for basic facilities, such as power, water, and transportation for an industrial district in the Kandahar area.

Assistance is also being given the mining industry. An important project in this field involves assistance in solving special problems with respect to coal production and mineral exploitation, including petroleum, and in providing both inservice training and training abroad for the needed technical personnel.

The country's inadequacies from the point of view of technology are staggering. The government of Afghanistan knows the challenge and that the problems confronting the nation are not easy to solve. In an attempt to improve the socioeconomic condition of the rural people who constitute some 95 percent of the total population of the country, the Government, in January 1952, invited the United Nations Technical Assistance Mission to make recommendations for the establishment of community-development centers. A Committee made up of experts from Specialized Agencies of the United Nations who were in Afghanistan at that time advised the Government in August 1952 to undertake the following project:

The Committee recommended that intensive work in the field of health, education, agriculture, and handicrafts be started in the villages of Shewaki and Deh-Yakoub about 7 miles from the capital city, Kabul. The project was started in September 1954. With the cooperation of villagers, the Government officials and the experts of the United Nations Specialized Agencies demonstration centers were started for health, agriculture, education and social welfare, and handcrafts. The area of demonstration was later extended as the people showed interest and gave their approval. In 1956, the Government prepared a 5-year plan for economic development in which community-development

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activities were given high priority. Under this policy, the Government expected to extend the community-development project to as many other areas of the country as possible. In the 5-year plan emphasis was placed on teacher-training programs as well as agriculture. The Universities of Columbia and Wyoming as agents of the International Cooperation Administration have been involved in these aspects of education and have accomplished a great deal along these lines. Although according to certain educators it has not been possible to develop all aspects of the plan as originally conceived, the plan has evidently justified itself for it is being further promulgated. Its reported achievements include:

1. Special budget appropriated by the Government in support of the 5-year plan for economic development, including education.

2. Development and improvement of the teacher-training program.

3. Tripling of the number of teachers in the past 3 years.

4. Development of the Institute of Education.

5. Introduction of handicrafts, and local crafts, into the program of many of the schools and the provinces.

6. Opening of rural schools in the provinces.

7. The efforts made to plan and open new school buildings in the provinces.

8. Recognition of the contributions available from friendly countries, and the coordination of this support for the development of the program.2/

2/ United States Operation Mission to Afghanistan. Public School Education in Afghanistan. A Survey of Needs and Proposals for Development by the Public School Survey and Planning Team. Team was brought to Afghanistan September 1959. ICA Contract No. 206-69-058. Undated. p. 8-9. Survey.

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PART II--EDUCATION

Like the other people of Asia, Afghans in all stations of life have profound respect for education. Leaders of Afghanistan know only too well that there can be no progress without education. Until recently there was no modern education system in the nation. The first modern elementary school was established in 1904. Prior to that time, schools were in the hands of mullahs (Moslem clergy) and all instruction was conducted in the mosques. The mullahs were self-educated theologians and not trained teachers. They confined their teaching to rudimentary reading, writing and study of Koran. The medium of instruction was in Persian (Farsi). Koran was in Arabic and passages were learned by memorization.

Organization and Administration

It has been only since 1919 when Afghanistan achieved its full independence that the Government has taken serious steps to develop an educational system for the country. Under the present Constitution, primary education is compulsory for all children. The primary school covers 6 years and has as its aims and objectives the teaching of literacy and certain elementary knowledge about daily life; also to prepare pupils for secondary schools. In the areas where there are no primary schools available, the village schools provide rudimentary education. These institutions are one-teacher schools and have a 3-year program which includes literacy, writing, and religious instruction. In some of the schools the teachers are Moslem clergy or mullahs. Many of the teachers of the village schools have only a sixth-grade education with no professional training in teaching. In 1959 there were some 504 village schools, mostly for boys, and only in recent years have they been organized to serve the less populated areas of Afghanistan.

Table 1-- Development of the Village Schools in Afghanistan, 1951-1958 1/

Year	Schools			Enrollment			Teachers		
	Total	Boys	Girls	Total	Boys	Girls	Total	Men	Women
1951	42	42	-	885	885	-	42	42	-
1952	177	177	-	6,667	6,667	-	177	177	-
1953	285	285	-	9,612	9,612	-	285	285	-
1954	338	338	-	12,762	12,762	-	302	302	-
1955	358	358	-	14,978	14,978	-	355	355	-
1956	384	384	-	16,421	16,421	-	381	381	-
1957	457	453	4	21,897	21,744	153	452	449	3
1958	465	462	3	23,949	23,725	224	468	464	4
1959	504	479	25	2/	2/	2/	2/	2/	2/

1/ Adapted from an undated report of the Public School Survey Team entitled "Public School Education in Afghanistan (A Survey of needs and proposals for development)" by Fred Harris, Ralph Purdy, Helen Trager, Louis Peek, and William Hart. ICA Contract No. 206-69-058. 18 p. USOM to Afghanistan. Survey team was brought to Afghanistan September 1959.

2/ Data not available

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Students who have completed their primary education may continue their studies in the middle schools which cover grades 7, 8, and 9. These prepare the students for admission to the lycées and vocational schools. The lycées or higher secondary schools include grades 10, 11, and 12. Some of the vocational schools provide a 3-year program for the 6-year primary school graduates, and some provide 3 years of instruction for the graduates of the ninth grade. Most of the vocational schools are located at Kabul. Only the graduates of lycées or certain vocational schools may be admitted to the University of Kabul.

Table 2--Number of Schools and Boys and Girls Enrolled in Middle Schools (Grades 7 to 9) in Afghanistan, 1952-1958. 1/

Year	Total number of schools	Total number of students	Number of schools Girls	Number of schools Boys	Number of students Girls	Number of students Boys
1952	7	2,161	1	6	202	1,959
1953	7	2,695	1	6	407	2,288
1954	8	3,496	1	7	568	2,928
1955	10	4,781	2	8	763	4,018
1956	11	4,586	2	9	881	3,705
1957	14	5,230	4	10	1,127	4,103
1958	14	6,408	4	10	1,427	4,981

1/ Adapted from: Spencer, Richard E. and Ali Abdul. "Educational Statistics of Afghanistan." Kabul: The Ministry of Education, 1958. Unpaged.

Table 3--Number of Secondary Schools (Grades 10 to 12) in Afghanistan, 1952-1958. 1/

Year	Total number of schools	Total enrollment	Number of girls schools	Enrollment	Number of boys schools	Enrollment
1952	17	898	2	74	15	824
1953	17	944	2	59	15	885
1954	17	991	2	80	15	911
1955	17	949	2	124	15	825
1956	16	1,088	2	188	14	900
1957	14	1,336	2	251	12	1,085
1958	15	1,565	3	299	12	1,266

1/ Adapted from: Spencer, Richard E. and Ali Abdul. "Educational Statistics of Afghanistan." Kabul: The Ministry of Education, 1958. Unpaged. Certain high schools have grades 7 to 12 and some include grades 1 to 12. The above figures include enrollment only for grades 10 to 12.

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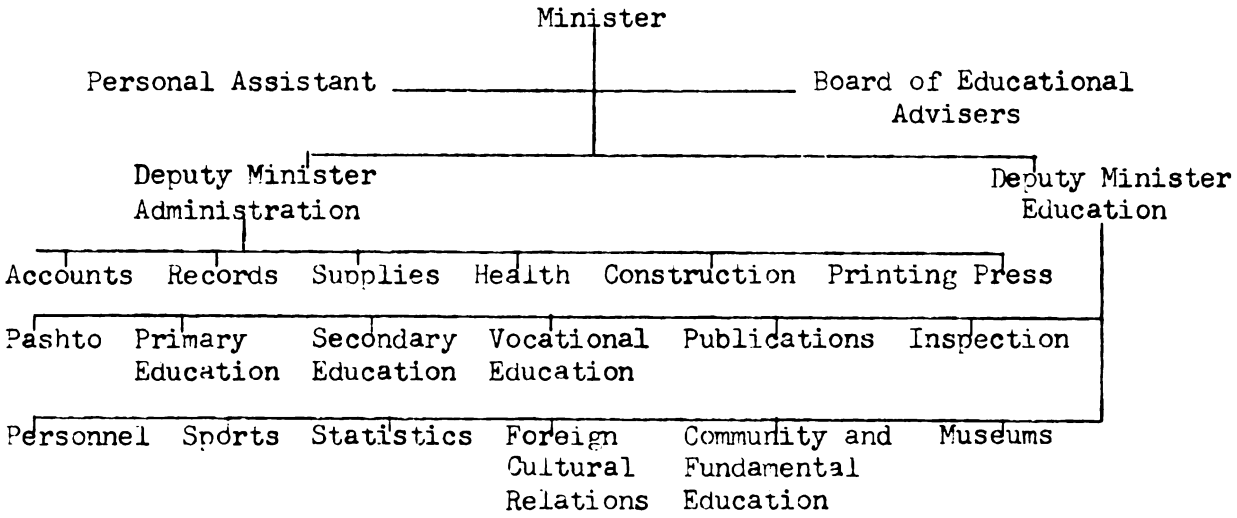
Under Article 22 of the Constitution, education is the responsibility of the Government, and all matters dealing with education are under the jurisdiction of the Royal Afghan Ministry of Education. The Ministry of Education was established during the reign of the late Amir Habibullah Khan some 50 years ago. It consists of the Board of Educational advisers in the High Council of the Ministry and two deputies: (1) The Deputy Minister of Education under the Minister is responsible for schools, teachers, program of studies, and textbooks. He is also in charge of Directorates of Primary, Secondary, and Vocational Education as well as statistics, inspection, sports, museums, fundamental education, and foreign cultural relations. (2) The Deputy Minister for Administration, who is also directly under the Minister, is in charge of the Department of supplies, accounts, records, and construction. The president or the rector of the University of Kabul is also responsible to the Minister of Education.

Organization of the Royal Afghan Ministry of Education(1)



(1) The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul: The Ministry of Education, 1956. p. 94.

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The policy of the Ministry regarding the aims and objectives of education is outlined in the official bulletin of the Royal Afghan Ministry of Education in the following terms:

> The aim of education, in general, is to bring enlightenment to the masses, to impart literacy, to raise standards of living, and to train capable persons to handle national affairs. Education is aimed particularly at producing young men who are staunch Moslems, good patriots, industrious workers and law-abiding citizens capable of dedicating their lives to the service of their country. The schools should discover the propensities of students and then train them according to their inclinations and interests in fields most suited to the needs of the nation. The schools are also duty-bound to work for international understanding and the achievement of the common goals advocated by the United Nations Organization and by UNESCO, thereby promoting and strengthening bonds of friendship between nations. 1/

The gradual expansion of the school system and the steady development of transportation and communication have played important rôles in the leveling of local differences and in creating a national unity.

Preprimary Education

There are no public preprimary schools in Afghanistan. The development of this stage of the country's educational system is in its embryonic form. In Kabul and the nearby rural areas, there are some seven centers for preschool age children. Four of them were started as part of the Rural Development Program; two are sponsored by the Rozentoon 2/ Society; and one by the Women's Welfare Society of Kabul. Both are charitable organizations financed mainly by voluntary contributions. Originally, the purpose of these schools was only to provide some milk, medicine, and clothing for children who usually were from poor homes. Now, the school program includes education through songs, stories, paintings, games, and other activities. Furthermore, some of the prominent citizens are bringing their youngsters to these centers. The age range is from 3 to 7 years.

1/ The Royal Afghan Ministry of Education. Education in Afghanistan During the Last Half-Century. Issued by the Royal Afghan Ministry of Education in collaboration with Afghan Cultural Board, Munich. Printed in Germany, 1956. p. 10.

2/ Rozentoon is the Pashto name meaning "a place to train children."

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These centers in Afghanistan, limited mostly to Kabul and immediate rural areas, at present are conceived as merely "play schools." The major objective is to keep the group busy at play which is usually dependent upon the available play equipment and amount of adult direction. With the exception of one school in Kabul Women's Welfare Society, the other preschools are now under the administration of the Ministry of Education. At present, there are no professionally educated nursery school or kindergarten teachers in Afghanistan. 3/

Primary Education

According to the Constitution of Afghanistan, primary education is free and compulsory for all children of school age. The goals of Afghanistan primary education as stated by the Royal Afghan Ministry of Education are:

1. To impart literacy and elementary knowledge about life.
2. To prepare students for secondary education. 4/

The Ministry points out further that the primary schools should prepare children to be useful and patriotic members of the Afghan society. Continues the Ministry:

> In addition to the above, the new generation now being moulded in primary schools should also be taught subjects of importance in this modern age, so that they may not only grow up into good Moslems and staunch nationalists, but also be enabled to play their part as decent citizens of the world. The success of this venture and the achievement of these aims devolve to a greater extent upon primary school teachers. If the teachers should grasp the true nature of their duties and correctly evaluate the effects which their efforts would leave on their country, and then bring all their energy to bear upon their heavy tasks, we are sure that we shall achieve the lofty goals so anxiously awaited by the nation and the country. It must therefore be understood that Afghanistan's development in other fields is an integral and indivisible part of the progress achieved by primary school teachers. It must also be remembered that the responsibilities shouldered by these teachers are in reality heavier and far above those placed upon them by their official duties. It is, therefore, up to them to fulfill their tasks and acquaint themselves of their duties conscientiously and faithfully. 5/

3/ United States Operation Mission to Afghanistan. Public School Education in Afghanistan. (A Survey of Needs and Proposals for Development) by the Public School Survey and Planning Team, 1959. ICA Contract No. 206-69-058. (undated). p. 112-114.

4/ The Royal Afghan Ministry of Education. Education in Afghanistan, p. 11.

5/ Ministry of Education. Manual of Primary Education in Afghanistan. Kabul, 1953. p. 1.

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The public primary schools cover the first 6 years (between the ages 7 to 8 and 13 to 14); the rural schools only the first 3 years of the present educational system. Public schools in Afghanistan are not coeducational. The schools are classified in accordance with the type of local language used which may be either Persian (Farsi) or Pashto. In each district or locality the mother tongue is used as the medium of instruction and the second national language is taught separately. In order to facilitate teaching of subject matter, the Ministry has decided that the children should be taught in the local mother language during the first, second and third primary grades. In other words, Persian or Farsi would be introduced from the fourth grade onwards in predominantly Pashto-speaking areas and vice versa in Persian-speaking regions.

In addition to Persian and Pashto, which are both compulsory, the children must also learn the Arabic language. Arabic is taught primarily for religious purposes so that the children may be able to read the Koran. It is also valuable in teaching the script which is common for these three languages. Educators report that teaching these languages at the early age of 6 or 7 has presented great linguistic difficulties. The very bright students can read and write both languages fairly well in the third grade. The poorer students are unable to read and write.

The primary school curriculum and program of study are prescribed and defined by the Ministry of Education and issued by the Directorate of Primary Education of the Ministry as a manual entitled Teaching Programme for Primary Schools.

Table 4--Program of Study in Primary Schools for Boys[1/]
(in periods per week)

Subject	Grades			
	I, II, and III	IV	V	VI
Holy Koran	2	2	3	3
Theology	2	2	2	2
Mother tongue	12	5	4	5
Second national language.	-	5	5	5
Arithmetic	4	4	5	5
History	-	2	2	2
Geography	-	2	2	2
Natural Science	-	2	2	2
Drawing and handicrafts .	3	2	2	2
Physical training	1	1	1	1
Handwriting	4	2	2	1
Total	28	29	30	30

1/ UNESCO. World Survey of Education II: Primary Education. Paris, the Organization, 1958. p. 64.

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Table 5--Program of Study in Primary Schools for Girls[1/]
(in periods per week)

Subject	Grades			
	I	II and III	IV	V and VI
Holy Koran	2	2	2	3
Theology	2	2	2	2
Mother tongue and handwriting ..	13	11	6	5
Second national language	-	-	3	3
Arithmetic	4	4	4	4
General knowledge and hygiene ..	-	-	2	2
History	-	-	2	2
Geography	-	-	2	2
Drawing and handicrafts	2	2	2	2
Child care	-	-	-	1
Cooking and housekeeping	-	-	2	2
Knitting and sewing	-	2	2	2
Physical training	1	1	1	1
Total	24	24	30	31

1/ UNESCO. World Survey of Education II: Primary Education. Paris, the Organization, 1958. p. 66.

The courses of study have been developed and presented in an attempt to prepare the child for life and play his rôle as a patriotic citizen of Afghanistan. The manual makes comments on "conditions under which students are accepted for enrollment in primary schools". Students are accepted in the different classes as follows:

Grade 1..... 7 to 9 years old
Grade 2..... 8 to 10 years old
Grade 3..... 9 to 11 years old
Grade 4..... 10 to 13 years old
Grade 5..... 11 to 15 years old
Grade 6..... 12 to 17 years old

Children of 9 years of age are enrolled only if they obtain permission from the Directorate of Education. Children who fail to conclude their primary term of education after reaching the age of 17 are expelled from the school under the provisions of the law.

The manual continues comments on such matters as how the teachers should conduct their classes, instructions, the length of the school days, effective method of building up children's character, methods of praise and punishment, and examinations.

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The program of study for the 6-year primary school includes: Holy Koran and religion, mother tongue, second national language, arithmetic, history and geography, natural science, drawing and handicrafts (agriculture for boys, sewing for girls), and physical education. There are 28 weekly periods of instruction for grades 1, 2, and 3, and 29 for grades 4, 5, 6. Students are graded in the following manner:

From 9 to 10 ..... excellent
From 7 to 8 ..... good
From 5 to 6 ..... fair
From 3 to 4 ..... poor

The program of study for primary schools in Pashto-speaking areas is the same as that for Persian-speaking areas except the periods for Persian are substituted for Pashto.

Students are examined at intervals of 3 months, 6 months, and at the end of the school year. The annual examination of the last year of primary education is held under the joint supervision of the Directorate of Education for Primary Schools of the Ministry of Education. Students who are successful in this examination are awarded the official certificate of graduation by the Ministry of Education.

Village Schools

Because of the mountainous character of the country and the remoteness of village communities, it has not been possible to have regular primary schools in these areas. To meet their specific needs, they have established in such places what is called one-room-teacher village schools with no fixed minimum number of students. Such schools are gradually replacing classes which formerly used to be held in the mosques. Instruction in village schools is simple and devoted mostly to elementary knowledge of religious matters, literacy, writing, nature study, and similar activities. They cover about 3 years of work and those who complete the courses are permitted to enroll in any one of the regular primary schools as fourth grade students.

The village school is conducted by some literate person of the village. Often these teachers are simply mullahs or Moslem clergy with very little formal education. They are not professionally trained teachers. In 1959, there were 504 village schools in Afghanistan. Over 90 percent of such schools were for boys. Only since 1957, similar institutions were established for girls (see table 1).

There are strong indications that the village school program may become an answer to the country's need for literacy education. These schools are not as rigid in their program as the supervised primary schools. It is reported that there are some 2,000,000 nomads in Afghanistan. The Government recognizes that it is essential for nomads to have an educational program but there are practical problems of such a nature that it is difficult to find an easy solution.

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Methods of Teaching

In addition to the programs of study, the Ministry gives out a list of the approved textbooks for the various grades and subjects from which the school may choose those available and best suited to its needs. Many children, however, do not have the books, and the schools generally lack adequate library facilities. Therefore, the method of teaching generally used by the teacher is to dictate the lesson material or have it copied into notebooks. The method in dictation is somewhat authoritarian and dogmatic. The children have to memorize the materials for the examination. Often the teacher will read a passage or paragraph and then have one or more pupils attempt to read the same paragraph to the class, or write a sentence or word on the blackboard and then require the pupils to copy to model. Very few activities or socialized recitations are encouraged. Generally the classroom procedures tend to remain extremely formal. When any school official or visitor appears at the classroom door, all the children stand and remain at almost military attention until they are permitted by the teacher to be seated. The system of school discipline seems to be authoritarian. The practice of saluting is common in the schools. Children in schools salute on all sorts of occasions. They salute all teachers as they pass in the halls or playground. They stand at attention and salute a visiting guest or principal. Usually the teacher or the principal will not return the salute.

The official manual of the Ministry stresses the type of relationship to be maintained between the teacher and the student in the following terms:

> They should not receive their students in the classrooms or converse with them in front of the students. The personal appearance and dress of the teacher should be such as to be befitting a benevolent guardian of character and dignity of his rank. He should avoid both slovenliness and flashiness in dress, thus winning the respect of his students. 6/

A popular activity is the exhibition of handwork done in connection with subject matter studied. Their manual art works are displayed and are enthusiastically shown to visitors. Such objects are either made from simple clay, wood, cardboard, or are mountings of their sample collections of area plants and vegetables.

In the teaching program manual published by the Ministry, the teachers are instructed to use simple language in teaching the unit dealing with the Holy Koran and theology. Teachers are advised not to forget to take advantage of the religious occasions relating to such studies. Teaching methods and directions are prescribed for the teacher for all grades 1 to 6, and the units such as the Holy Koran and theology, mother language, calligraphy, arithmetic, geometry, natural science, geography, history, arts and handicrafts, and physical education.

6/ The Ministry of Education. Manual of Primary Education in Afghanistan. Kabul, The Ministry of Education, 1953. p. 23.

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For example, in connection with teaching fourth-grade arithmetic, the official manual directions are as follows:

1. In order to impress the meaning of figures and numerals on their minds, the students' attention should be drawn towards arithmetical processes the need for which they will feel throughout their lives. The teacher should extract the meaning of numerals out of articles and objects with which the child is fully acquainted.

2. From the very beginning, mental and written arithmetic go hand-in-hand together, but as we approach higher classes, the complexity of arithmetical sums increases in porportion and opportunities for written arithmetic likewise increase. The teacher should, therefore, keep the following points in view while performing his duty:

a. Arithmetical sums should, as far as possible, be selected from subjects relating to the surroundings and lives of children themselves.

b. A variety of questions based on the different aspects of life should be asked.

c. Questions should be of a lively nature based on facts of life, able to interest students and drive them to find their solutions.

d. Students should be in a position to fully understand the question and know what they have to solve.

e. Students should be able to know and differentiate between the points given in the question and the points unknown which they have to find.

f. The teacher should discover the solution to a given sum through the students themselves by discussing it with one or two students and thus encouraging the rest of them to think out the correct answer.

g. The difficulty in solving questions is mainly due to the fact that students have not fully grasped the various forms of arithmetical calculations. The teacher should, therefore, see that the students fully understand such arithmetical terms and interpretations.

h. When giving arithmetical tasks to be done in or out of school, the teacher should keep the mental capacity of his students in mind.

i. Home tasks should not be heavy.

3. When students learn a certain rule, they should be made to practice it in various ways because one of the most important factors in learning arithmetic is practice. As soon as the teacher comes to know of a certain weakness in his students, he should immediately set out to remedy it.

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4. The teacher should ensure that students legibly and correctly write sums and pay due attention to the various units while writing sums one below another.

5. During lessons, students should be taught lengths and measures to enable them to estimate the lengths and weights of articles.

6. During the second term, students should be taught simple methods of account books. This can be done by drawing and maintaining the different columns found in conventional account books in exercise books set aside for for this purpose. 7/

The School Year

In addition to a number of national and religious holidays, there is a special vacation for primary schools consisting of 3 months every year in summer for schools located in the warm regions (Garmser) and in the cold areas (Sardser). Schools can also be closed by the officer-in-charge of the locality for reasons of health or other unusual circumstances. By order of the Ministry, the schools "shall under no account whatsoever, be closed immediately before or after the examinations..." The daily school hours during week days except Thursday are 5 hours. Usually the later part of the day is set aside for social and recreational activities. As a rule, school hours are not supposed to start later than 9:30 a.m. But, the Directors of Education have discretionary power of determining the most suitable opening hours for their schools according to their location. Every class period is about 40 to 45 minutes with a 10-minute interval between each period. Being a Moslem nation, all schools are closed on Friday, the Sabbath day. After the fifth period of every Thursday, there is usually a general recess period used only for games, short plays, recitals, and lectures prepared for the students.

There are about 200 teaching days in the school year, and the duration of each day is 5 hours. Schools begin on March 5, and extend to December 5 in temperate regions, and from September 5 to June 5 in the warmer districts. All public schools are established, maintained, and supervised by the Royal Afghan Ministry of Education, and textbooks and other requirements of schools are provided free by that Ministry.

Secondary Education

Secondary education in Afghanistan is now of 6 years duration. It comprises the studies in the middle schools consisting of grades 7 to 9, and lycées which include grades 10 to 12. Secondary education was introduced in the country's educational system about half a century ago. The first secondary school, commonly known as lycée, was established during the reign

7/ Royal Afghan Ministry of Education. Teaching Programme for Primary Schools. Directorate of Primary Education. Kabul, The Ministry of Education, 1954. p. 21-22.

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of the late Emir Habibullah Khan and was patterned after the French system. The main purpose of the school was to train administrative personnel for the Government.

Students who have successfully passed their elementary school examinations are qualified for admission to the middle schools. These middle schools prepare students either for admission into the academic high schools or give students further vocational training. Completion of certain middle schools qualifies students for appointments in the Government's Civil Service system.

There are a few upper middle schools, grades 10 to 12, which are terminal teacher training schools for the lower middle schools.

In general, schools having grades 10 to 12 are known as lycées. It should be noted that in Afghanistan the school system from elementary, lower, and upper middle school levels through secondary education is closely interrelated. The lower village and primary education stages have provided basis upon which other succeeding levels have been established.

The aims of the lycées as stated by the Ministry of Education are as follows:

> The object of the lycées is to offer education up to the baccalaureate standard and to prepare students for University education. The teaching programmes of the Afghan lycées are based on the French and German pattern of secondary education. In fact, the syllabi for scientific subjects are exactly the same as those of the European lycées, with only minor changes to adapt them to the conditions of the country. 8/

There are four leading lycées located in Kabul. The first one, Habibia, was established in 1903, primarily for the purpose of training administrative personnel for government service. This lycée emphasizes the English language. Another lycée emphasizing English language is Ghazi which was founded in 1926. Esteklal which emphasizes the French language was established in 1922. Nedjat founded in 1923 emphasizes the German language. In the past few years these schools have received some support from the foreign government representing the language involved. There are a number of nationals of the foreign governments representing the language employed as teachers in their respective fields. In recent years more middle schools and lycées have been opened in such provincial centers as Kandahar, Parwan, Jalalabad including Kabul.

Many of the school buildings which are now being used were originally private homes and are not suited for school purposes. In general, most of the classrooms are somewhat small and not in good condition. Teaching aids and other necessary school equipment, laboratories for physical and natural sciences and library facilities are not considered adequate.

8/ The Royal Ministry of Education. Education in Afghanistan. 1956. p. 21.

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The program of study of the secondary schools is prescribed by the Ministry of Education and on the surface appears to be an imitation of the European pattern. There are some 14 subjects in the middle school curriculum and about 12 different subjects in the lycées or secondary schools.

Table 6--Program of Study in the Middle Schools in Predominantly Persian Speaking Areas [1]
(in periods per week)

Subject	Grades		
	VII	VIII	IX
Koran and theology	2	2	2
Persian	4	4	4
Pashto	3	3	3
Arithmetic and geometry .	5	5	5
History	2	2	2
Drawing and handicrafts .	1	1	1
Chemistry	2	2	2
Physics	2	2	2
Biology	2	2	2
Arabic	2	2	2
Foreign language	6	6	6
Geography	2	2	2
Economics	1	1	1
Sports	1	1	1
Total	35	35	35

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, The Ministry of Education, 1956. p. 20.

Table 7--Program of Study in the Secondary School for Boys [1]
(in periods per week)

Subject	Grades		
	X	XI	XII
Holy Koran and theology..	2	2	-
Persian	4	4	3
Pashto	3	3	3
Mathematics	7	7	7
History	2	2	2
Chemistry	3	3	3
Physics	3	3	3
Biology	-	3	3
Geology	3	-	-
Foreign Language	6	6	4
Religions	-	-	2
Logic	-	-	2
Geography	2	2	2
Physical education	1	1	1
Total	36	36	35

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 22.

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Such courses as chemistry, biology, physics, history, geography, Persian, and Pashto and foreign languages are taught each year from grade 7 through 12, generally 2, 3, or 4 periods each week. Primary emphasis is placed on languages with nine periods per week (45-minute period) devoted to Persian, Pashto, Arabic, and a foreign language for grades 7 through 9. Three or 4 hours of Persian or Pashto are included depending which one of the languages is used where the school is located. Three hours of each language are required in grades 7 through 9, but this is not continued in grades 10 to 12. Six periods of foreign language are required through grades 7 to 11, and 4 hours in the 12th grade. At present, English is the predominant foreign language in most of the secondary schools. There are no electives; all subjects are required as prescribed by the Ministry of Education. The student has no other alternative course to take if he fails in any one subject. If he fails two successive times, he must drop out of school.

After completion of the sixth grade wherever possible the girls may continue their studies in the secondary schools. Generally, the girls' schools follow the same general program with few changes until the ninth grade. After the ninth grade, they are divided into three sections according to their aptitudes. These sections are: Regular Lycée, Home Management, and the Women Teachers' Training.

Table 8--Program of Study for Lycée Section for Girls 1/
(in periods per week)

Subject	Grades					
	VII	VIII	IX	X	XI	XII
Theology	2	2	2	2	2	2
Pashto	3	3	3	3	3	3
Persian	3	4	4	4	5	5
Foreign language	6	6	6	6	6	6
History	2	2	2	2	2	2
Geography	2	2	2	2	2	2
Mathematics	2	2	2	2	2	2
Geometry	3	3	3	3	3	3
Physics	2	2	2	3	2	2
Chemistry	2	2	2	3	3	3
Biology	2	2	2	2	2	2
Sewing	2	2	2	2	2	2
Drawing	2	1	1	1	1	1
Arabic	2	2	2	-	-	-
Total	35	35	35	35	35	35

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 48-49.

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The Home Management section covers two years of study and is supposed to be a terminal course leading the graduates directly into life as "housewives and mothers." The Regular Lycée section covers grades 7 through 12 and leads graduates to the Faculty for Women of the University of Kabul (see table 8). The Teacher Training section offers 2 years of training and qualifies graduates to be appointed as teachers in primary schools for girls. The program of study and number of periods per week for the Home Management and Women Teachers' Training Section as prescribed by the Ministry of Education follow:

Program of Study for Home Management Section for Girls (in periods per week) 1/

Subject	Grades X	Grades XI
Theology	2	2
Persian	3	3
Pashto	3	3
Physics	2	2
Chemistry	2	2
Biology	2	2
Child care	2	2
Housekeeping	3	2
Drawing and handicrafts	3	3
Arithmetic	2	2
Sewing	4	3
Cooking	3	3
Foreign language	4	4
Psychology	-	2
Total	35	35

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul. 1956. p. 52.

Program of Study for the Women Teachers' Training Section (in periods per week) 1/

Subject	Grades X	Grades XI
Holy Koran	2	2
Persian	5	4
Pashto	4	4
Physics	2	2
Chemistry	2	2
Biology	2	2
Mathematics	4	4
Psychology	1	1
Teaching methods	-	2
Sewing	2	1
History	2	2
Geography	2	2
Drawing	1	1
Foreign language	6	6
Total	35	35

1/ Source: The Public School Survey and Planning Team. "Public School Education in Afghanistan."

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Provincial middle schools for girls for grades 7, 8, and 9 have a short program the purpose of which is to prepare teachers for rural primary schools for girls. In the program more emphasis is placed on such subjects as Persian, mathematics, geography, history, and calligraphy. These programs are all in experimental stages. The following statistics regarding the number of girls' schools would indicate that the development of education of women in Afghanistan is of recent origin and has been somewhat of slow pace.

Number of Girls in School 1/

Type of school	1951	1958
Rural grades 1 to 3	0	224
Primary grades 1 to 6	5,048	12,022
Middle grades 7 to 9	202	1,427
High school grades 10 to 12 ..	81	299
Post-secondary grades 13 to 17	40	64
Total	5,371	14,036

1/ The Public School Survey and Planning Team. "Public School Education in Afghanistan." Source: Abdul Ali, Director of Statistics, Ministry of Education.

Vocational Education

Vocational education is another new educational development in Afghanistan. With different projects and programs launched aiming to develop the country economically, socially, and culturally and raise her standard of living, government recognition has been given to the national needs for skilled and semi-skilled manpower. It is for this purpose that various vocational schools have been established, to prepare youth for occupations for which there is a great need in the country at this time. Most of these schools are in Kabul. They include an agricultural school, commercial school, technical school, mechanical school, and a few others.

The Director of Vocational Education in the Ministry of Education is in charge of this aspect of education. The areas under his jurisdiction include agricultural, home economics, commercial, teacher training, and theological education. Ibni-Sina school, grades 7 to 9, in Kabul is the primary feeder school for most of these vocational schools. Generally, students are selected from the provinces and are brought to Kabul for orientation in vocational subjects. Expenses of these students such as for board and room are paid by the government.

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Vocational Schools in Afghanistan
Dates of Establishment and Number of Graduates 1/

Schools	Date of establishment: Afghan Calendar (A.H.)	Date of establishment: Christian Calendar (A.D.)	Total Number of graduates through 1954
School of Agriculture 2/, Kabul	1322	1943	239
Afghan Institute of Technology, Kabul.	1330	1951	60
Secretarial School, Kabul	1318	1938	601
School of Commerce, Kabul	1318	1938	224
Theological School, Kabul	1323	1944	629
Teachers' Training School, Kabul (middle)	1322	1943	401
Teachers' Training School, Kabul (primary)	1302	1922	1,276
Ibn-i-Sina School, Kabul	1326	1947	249
Darul-Uloom Arabia, Kabul (The Arabic School)	1302	1922	321
The School of Arts and Crafts, Kabul (The Industrial School)	1302	1922	359
Mechanical School, Kabul	1316	1937	245
Teachers' Night School, Kabul	1321	1942	158

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 24.

2/ The School was actually established in 1924, but attained its present status after several changes.

School of Agriculture, Kabul

In its present status the School of Agriculture founded in 1943 is located in the southwestern section of Kabul in the area called Carta Char. Nearby this area there are other vocational schools, such as the Afghan Institute of Technology, Darul Mo'Alemein, and the Ibn-i-Sina Junior High School.

In its early days this school of agriculture admitted graduates of the primary schools as interns. The program of study was very elementary. However, the government was fully aware of the fact that, for an agricultural country like Afghanistan, the school has great potentialities and it insisted on carrying out improvements. Since 1943, there has been considerable change in the syllabus and the admission requirements of the school.

At present students who come to this school are chosen by the Ministry of Education from graduates of the provincial schools. Only those who have completed the ninth grade and are prepared for entry into the tenth grade are admitted to the school.

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The School of Agriculture is a boarding school. Students whose homes are not in Kabul may live in the school dormitory. These resident students are furnished with provisions and clothing. Students who are residents of Kabul or of outlying areas within a 9-mile radius of Kabul are not permitted to stay in the dormitory, but are allowed one meal at noon in the dining room. The dormitory students are also furnished with uniforms by the Ministry of Education. The uniform consists of a pair of pants, a coat, and a cap.

The school has a large compound of about 2 acres where the classrooms, dormitory, dining room, farm shop, laboratories, garden plots, and poultry yard are located. It has a sports area with new equipment games.

The school library is equipped with books, pamphlets, and paperbound manuals mostly in English that deal with practical subjects of agriculture and farm life. In general, the available printed material in the library would not seem to be workable unless the student has a good command of the English language. The animal husbandry and agronomy laboratories have articles of both local and imported type. The tools of proper dairy breeding, dairy care, and the implements of planting, weeding, and harvesting are part of the standard equipment.

The program of study of the School of Agriculture is 3 years in length beginning with the 10th grade and extending through the 12th. During the first 6 months of the 10th class, an intensive course in English phonetics, sounds, and grammar is given. The course is continued in the 11th and 12th grades where English grammar and composition are emphasized. In the Persian course, reading from the Persian textbook and giving explanations of the difficult words is the procedure in class work. The Farm Management course provides instruction in the general farm management problems in the village situations in Afghanistan. Matters dealing with organizing farm business, farm operation, farm arithmetic, and rural life problems are taught in the 11th grade 3 hours per week during the first semester.

The forestry course in general is designed to introduce the student to the problems in the protection and propagation of trees and forests, and such matters as erosion control, and various arts and sciences involved in training foresters and research in the field of forestry. Agricultural engineering in the 10th, 11th, and 12th classes deals with the techniques of farm drawing, tool sharpening, farm carpentry, blacksmithing, including fundamentals of cold metal soldering, operation of farm machinery, irrigation, drainage, use of concrete, and building farm structures.

In the course of entomology before the actual study of insects, a general classroom discussion is carried on. The program includes classroom discussions, practical study in the field and some laboratory work. The animal husbandry course, taught in grades 10th through 12th, covers a period of orientation and study of animal breeds. It also deals with topics such as methods and quality in the selection and distribution of feeds, some fundamentals of veterinary science and medicine, common diseases and ailments of animals and poultry, immunization against infectious diseases, including practical work in dehorning, shoeing, and shearing.

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The agronomy course gives the students a brief orientation after which they proceed to study the important field of crops and crop production. The classroom work is coordinated with practical work in the field as much as possible. Generally each student is assigned an individual field project plot so that he may grow some of the different field crops or vegetables applying improved practices and techniques.

Finally, in the 10th through the 12th years, the students are introduced into such science subjects as botany, and other agricultural subjects. The general chemistry in the 11th class deals with such topics as metals, nonmetals, elements in the body of plants, commercial fertilizers, and differences between plants.

Program of Study for All Agriculture Students in the 10th, 11th and 12th Grades[1]

Subject	Hours per Week	
Tenth Year	First semester	Second semester
English	18	6
Agronomy	2	6
Animal husbandry	2	6
Agricultural engineering	2	6
Mathematics	3	3
Persian	3	3
Zoology	5	5
Botany	5	5
Sports	1	1
Total	41	41
Eleventh Year		
English	6	6
Agronomy	6	6
Animal husbandry	6	6
Agricultural engineering	6	6
Farm management	3	3
Entomology	6	6
Chemistry	3	3
Study	2	2
Sports	3	3
Total	41	41

1/ The College of Agriculture. "Three Year Curriculum 10th, 11th, and 12th." A mimeographed school bulletin compiled by the school staff dated 1955 under the supervision of Mir Aqa, Local Director, and M. B. Asay, Technical Director. Part I. p. 59. Part II. p. 48.

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Program of Study for All Agriculture Students in the 10th, 11th and 12th Grades (continued)

Subject	Hours per Week	
Twelfth Year	First semester	Second semester
English	6	6
Agronomy	6	6
Animal husbandry	6	6
Agricultural engineering	6	6
Plant pathology	5	2
Farm mathematics	3	3
Applied forestry	-	3
Botany	5	5
Study	3	3
Sports	1	1
Total	41	41

Upon completion of 3 years of work at the Agricultural School, if the student's work is satisfactory, he is granted a certificate of graduation. This entitles him to a position at the discretion of the Ministry of Agriculture, or he may be chosen for work in the Government's Helmand Valley project. Graduates with exceptional ability are retained by the school as assistant teachers or instructor-counterparts.

The system of grading students as recommended and approved by the Ministry of Education is as follows:

Grade	10	- 100%	Grade	5	- 50%
	9 1/2	- 95		4 1/2	- 45
	9	- 90		4	- 40
	8 1/2	- 85	(Passing)	3 1/2	- 35
	8	- 80		3	- 30
	7 1/2	- 75		2 1/2	- 25
	7	- 70		2	- 20
	6 1/2	- 65		1 1/2	- 15
	6	- 60		1	- 10
	5 1/2	- 55			

Grades are figured to the nearest half mark. If a student gets less than 3 1/2 in one subject, he is conditional on that subject, and he will be re-examined on that subject. If a student gets less than 3 1/2 in two subjects, he is counted as a failure, and he will be required to repeat all courses the following year, without receiving any credit whatsoever for courses finished. If a student fails for 2 years in succession, passing all subjects except two, he will not be readmitted to the school.

If a student does not attain the school average mark (the total of his marks divided by the number of subjects must equal 5), he is counted as a failure in all subjects.

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Examinations

There are three official examinations each year as follows:

The first or 3-month examination. This is a written examination given at the convenience of the teacher during a regular class period at the end of the first 3 months of school work. The grades covering these examinations are submitted by the school to the Ministry of Education.

The second or 6-month examination. This is also a written examination which covers all the studies for the first 6 months of the year. The so-called "attitude" grades as well as examination grades are again submitted by the school to the Ministry of Education.

The third and final examination is given in two parts. The 10th and 11th classes take the examination after November 24 and between December 2 and December 8. The 12th grade takes the final examination between December 8 and 15. Oral examinations are given as a part of the extensive final examinations immediately following the written examination in any one subject.

Afghan Institute of Technology (A.I.T.), Kabul

The Afghan Institute of Technology was established by the Ministry of Education in 1951. The Institute is organized on a 3-year basis the 10th, 11th, and 12th years somewhat corresponding to the final 3 years of secondary academic and vocational schools of Afghanistan. The aim of the school is to give a general foundation of theory and practical skill over a relatively broad field with the purpose of preparing young men to serve in technical and semi-technical positions in these fields.

Students are admitted after graduation from the ninth grade of other schools provided they can pass the entrance examination. This examination consists of a battery of tests which utilize a number of procedures of standardized aptitude and intelligence tests, modified for the local environment. A large number of the students enrolled are from the provinces. Tuition, school supplies, food, clothing, and lodging are free of charge to all who can qualify. Instruction is in English, often without the use of interpreters.

The first year of the school or 10th grade program is the same for all students and is designed to achieve three objectives: (1) To give sufficient knowledge of English language to the student to enable him to pursue his courses in English after about 4 1/2 months; (2) to develop certain skills in mathematics; and (3) to offer an opportunity to students to develop manipulative skills through a basic course on hand tools. Most students are admitted to the school with little or no knowledge of English language. Therefore, almost two-thirds of the schedule for the first semester is used to an intensive English orientation language study. The teaching method used is basically similar to the one at the English Language Institute of the University of Michigan for the foreign students upon entering that University.

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Most of the materials used for the purpose have been provided by the English instructors at the Afghan Institute of Technology. It is indicated by various educators that progress in English is sufficiently rapid that at the beginning of the second semester the hours in English are reduced by two-thirds. A review of fundamentals of arithmetic also begins in the first week of the 10th grade using sign language and "basic" English. Some two half-days are spent weekly in the handtools shop. The rest of the time in the second semester of the 10th year is devoted mostly to elementary physics, elementary magnetism and electricity, including beginning of drafting.

In the second year or 11th grade, the student has four options from which to choose his field of study: Electrical and radio, civil, mechanical, and aeronautical. In this year, courses such as English, mathematics, physics, drafting are common to all the fields. Generally, 50 percent of the class hours are devoted to the field chosen by the student. In the last or 12th year, much greater proportion of the schedule is taken up by courses in the student's field of specialty.

The Program of Study for Afghan Institute of Technology 1/

Subject	Hours per Week	
Tenth Class	**First semester**	**Second semester**
English	18	18
General shop	6	6
Mathematics	6	6
Supervised study	4	4
Library	2	2
Assembly	2	2
Sports	2	2
Total	40	40
Eleventh Class		
English	6	6
General shop or	3	-
Elementary surveying	-	3
Mathematics	5	5
Physics	5	5
Physics laboratory	6	6
Drafting	5	5
Basic electricity or	3	-
Basic hydraulics	-	3
Supervised study	2	2
Library	1	1
Assembly	2	2
Sports	2	2
Total	40	40

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 28.

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The Program of Study for Afghan Institute of Technology (continued)

Subject	Hours per Week	
Twelfth Class	First semester	Second semester
English	5	5
Mathematics	4	4
Materials and processes	4	4
Specialized subjects	18	18
Supervised study	3	3
Library	2	2
Assembly	2	2
Sports	2	2
Total	40	40

The Institute has the following departments for specialization in the 12th year: Civil aviation technology, mechanical technology, electrical and radio technology, and civil technology. Program will vary with area of specialization

Twelfth Year Specialization

Subject	Hours per Week	
Mechanical	First semester	Second semester
Machine principles	3	3
Machine drafting	3	3
Machine shop or	12	-
Auto shop	-	12
Total	18	18
Civil		
Surveying	9	9
Civil drafting	3	3
Elements of construction ...	6	6
Total	18	18
Electrical		
Electricity	15	15
Electrical drafting	3	3
Total	18	18

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Civil Aviation

Subject	Hours per Week	
Eleventh Class	First semester	Second semester
English	6	6
Mathematics	5	5
Meteorology	5	5
Typing	6	6
Code	10	8
Radio technology	3	3
Supervised study	1	1
Library	-	2
Assembly	2	2
Sports	2	2
Total	40	40
Twelfth Class		
English	5	5
Typing	5	5
Code	11	10
Radio technology	3	3
Communications procedures and regulations	3	3
Meteorology	7	7
Supervised study	1	1
Library	1	2
Assembly	2	2
Sports	2	2
Total	40	40

Students who successfully complete the program of studies and pass the required examinations are awarded the Secondary Technical Certificate. These certificates have almost the same Civil Service rating as the Baccalaureate or Matriculation Certificate of the academic high schools in Afghanistan, but would not necessarily admit one to any of the faculties of the University of Kabul. Limited opportunities are provided, nevertheless, for graduates of the Institute to obtain government scholarships for study abroad. Such study would prepare the student for teaching positions within the Institute. Agencies such as the Ministry of Mines, the Textiles Companies, the Helmand Valley Authority have been eager to employ graduates of the Institute. Several are now in positions of considerable responsibility.

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School of Commerce

The School of Commerce was established in 1938 and was intended to meet the needs of banks and commercial organizations for trained people along business and commerical lines. The school is located in Kabul and is the only training institution of its type in Afghanistan. Graduates of the 6-year primary schools are admitted to the school and are given training for 6 years, that is, grades 7 through 12.

Table 9--Program of Studies, the School of Commerce in Kabul 1/
(in hours per week)

Subject	Grades					
	7	8	9	10	11	12
Theology	2	2	2	-	-	-
Persian	5	4	4	4	4	4
Pashto	3	3	3	2	2	2
Commercial accounts	5	3	3	2	2	2
History	2	2	2	-	-	-
Drawing	1	1	1	-	-	-
Chemistry	2	2	2	-	-	-
Physics	2	2	2	-	-	-
Biology	2	2	2	-	-	-
Algebra	3	3	3	2	2	2
English	6	6	6	4	4	4
Economics	2	2	2	3	3	3
Sports	1	1	1	1	1	1
Geography	2	2	2	2	2	2
Accounting	-	-	-	3	3	3
Commercial correspondence	-	-	-	2	2	2
Revenue	-	-	-	2	2	-
Budget	-	-	-	-	-	2
Administrative law	-	-	-	2	2	2
Commercial technology	-	-	-	2	2	2
Islamic law	-	-	-	2	2	2
Total	38	35	35	35	35	35

1/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 35.

In order to develop the school further, the Ministry of Education sends a number of its graduates abroad to receive more training as teachers in the fields of trade and commerce.

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Religious Instruction

Since the overwhelming majority of Afghans are orthodox Moslems, religious instruction has been considered very important and different schools are established for this purpose. Generally, persons admitted to such institutions must be sufficiently mature, literate, and fully knowledgeable about religious matters. Schools of this type are as follows:

Arab Schools. There are nine of these schools in eight provinces. Some offer training through the 14th grade. The program of studies deals mainly with the study of the Islamic religion and related subject matters. Graduates become mullahs or Moslem clergy and judges. They are not eligible for admission to the University.

Schools of Theology. There are four schools of theology in Afghanistan. The syllabus of these schools is limited to religious instruction. Graduates of these schools are appointed as teachers of religious courses or they may become mullahs.

Schools for the Blind

The Daral Haffaz (Blind) schools are special schools to train blind students to be able to recite the Koran. The main purpose of the curriculum is memorization of the Koran. Upon graduation, these students may be assigned to mosques where they are paid for their services reciting from the Koran. They also can earn a living by performing the same service on holy occasions, or in homes at times of death.

Teacher Training

The importance of teacher education to the present and future of Afghanistan is expressed clearly by the Royal Ministry of Education in the following terms:

> The success of teaching programmes and the progress of schools, in whatever category they may belong, depend upon capable and intelligent teachers. In view of this fact our Teachers' Training School is basic to the success of our educational system. 9/

The UNESCO mission which was invited to make a survey of the Afghan educational system in 1949, and to make recommendations for its reorganization, suggested that:

9/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 56.

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> Among the several possible ways of improving Afghan schools, the most important is the training of good teachers. This is the most crucial, powerful, and immediately effective means of raising standards of education in the country. It is, furthermore, the key to educational progress; without it, improvement in curriculum making, administrative, and even financial practice will be difficult if not impossible. The primary task for Afghanistan today, tomorrow, and for many years to come is to produce more and better educated teachers. 10/

The Ministry of Education has realized the significance of these recommendations and official actions have been taken for their implementation. For instance, in 1952 at the invitation of the Ministry of Education, a UNESCO teacher education specialist started to work on the problem. Meanwhile, the United States Government agreed to assist Afghanistan in the areas of agricultural, technical, and teacher training. As a result, contracts were worked out with Teachers College, Columbia University, for teacher education problems and with the University of Wyoming for the agricultural and technical fields. While teacher training remains a very difficult problem and an urgent need in Afghanistan, a great deal has been achieved through the efforts of the Ministry of Education and other cooperating agencies such as UNESCO teams and these University teams provided through the United States Operation Mission to Afghanistan.

The Teacher-Training Institution (Darul Mo'Alemein, Kabul)

At present, most of the teachers in the country's public school system are graduates of (Teachers institution) Darul Mo'Alemein located at Kabul. Established in 1915, this was the first teacher-training institution in Afghanistan which had the task of providing teachers for a nation of over 12 million people. In its early days, the school had only three grades beyond the 6-year primary education. Later standards were improved and the school admitted graduates of the ninth grade for a 3-year course. Those who completed this 3-year program became teachers. Since 1956, the Columbia team in cooperation with the Ministry of Education has been trying to reorganize the curriculum of the Kabul Darul Mo'Alemein and other provincial Darul Mo'Alemeins, and at the same time helping the Ministry of Education to improve the inservice teacher education program. Since 1956, the English language program has been included in these projects. The specific aims of this teacher education program are outlined in the tenth report prepared by the Columbia University team as follows:

1. To develop and implement improved programs for the preservice and inservice education of teachers and other educational personnel of all levels of the Afghan school system.

2. To develop Afghan personnel for the Institute of Education, University of Kabul, and the Ministry of Education sufficient to carry forward these improved programs of teacher education.

10/ UNESCO. Report of the Mission to Afghanistan. Paris, 1952. p. 53.

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3. To help build a more functional curriculum for teacher education and for primary and secondary schools.

4. To develop an Afghan-manned program of teaching English.

5. To provide American teachers of English on an interim basis until objective (4) above is realized.

6. To initiate a program of educational research designed to provide the data necessary for the development of educational policies, plans, curricula, syllabi, and textbooks.

7. To prepare appropriate teaching and learning materials for the children, youth, and adults of Afghanistan and to initiate a system to continue and extend this work. 11/

At present, Darul Mo'Alemein at Kabul is a secondary school level teacher-training institution. It prepares teachers for the primary and middle schools, and holds an important position in the country's educational system. On an arbitrary basis, the school offers three kinds of teacher training programs: A course of study (1) for those who will be primary school teachers; (2) for those who will be teachers in middle schools, that is, grades 7 to 9; and (3) for students who will proceed to the faculties to be trained eventually to be teachers at the post-secondary level such as the Faculties of Letters or Science.

Both the temporary and revised programs for grades 10 to 12 are as follows:

Grade Ten Temporary Program

Subject	Hours per week	Subject	Hours per week
Introduction to education ..	3	Persian	3
English	6	Agriculture	2
Physics	6	Art and handicrafts	2 1/2
Mathematics	6	Offered for one-half year:	
Social studies	6	Theology	3
Pashto	3	Calligraphy	2

11/ Teachers College, Columbia University Team, USOM, Afghanistan. "Teacher Education in Afghanistan Tenth Report." Institute of Education, Universi of Kabul. Mimeographed. April 1959. p. 3.

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Grade Twelve Secondary Teachers Preparing in Science and Mathematics

First Half of the Year

Subject	Hours per week	Subject	Hours per week
Teaching science in middle schools	8	Persian	3
Teaching mathematics in middle schools	8	Biology	8
Pashto	3	Mathematics	6
		English	4

Second Half of the Year

Subject	Hours per week	Subject	Hours per week
Student teaching seminar	14	Theology	3
Agriculture	3	Health	4
English	6	Modern Afghanistan	4
Persian	2	Secondary education	4
Pashto	2		

Grade Twelve Secondary Teachers for Social Studies and Languages

First Half of the Year

Subject	Hours per week	Subject	Hours per week
Teaching social studies in middle schools	8	Pashto	6
Teaching languages in middle schools	8	Persian	6
		Modern Afghanistan	4
		Agriculture	2

Second Half of the Year

Subject	Hours per week	Subject	Hours per week
Student teaching seminar	16	Health	2
English	6	Secondary education	4
Theology	8	Biology	4

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Examinations

As in other schools, examinations are quarterly, half-yearly, and final. In general, the quarterly examinations are oral, but half-yearly and final examinations are both written and oral. They are held under the supervision of the school principal, the Council of Teachers, and a representative of the Ministry of Education or of the Department of Education. The baccalaureate certificate examinations are held under the supervision of a special commission appointed by the Ministry of Education; otherwise they would be void. In this official final examination, students are provided with officially stamped sheets for the purpose. In determining the final grade, the student's average in the quarterly and half-yearly examinations is taken into consideration. Questions for the examinations are prepared by the teachers and are finally selected by the head of the school. Both the teacher and the supervisor have joined authority to grade the students. The Council of Teachers grades the students for their school attendance and general conduct. If the average of these grades is less than 5 out of the maximum 10, the student is rejected even though he may have succeeded in other subjects. If the attendance record is less than 75 percent for the boys and less than 60 percent for the girls, they are not permitted to take the examinations unless they are outstanding students or have been ill. The maximum grade given in a subject is 10. Grades 10 and 9 are considered "excellent", 7 and 8 "good", 6 and 5 "fair", and 4 and 3 1/2 are considered "poor". 12/

Institute of Education

In 1949, the UNESCO Mission to Afghanistan suggested certain actions regarding the teacher-training aspect. (1) The two training colleges in Kabul should be combined into a single 3-year school with instruction in the grades 10 to 12 only, for the training of elementary teachers, the language of instruction to be Persian. (2) A parallel training college for elementary teachers, with instruction in grades 10 to 12 should be established at Kandahar, the language of instruction to be Pashto. (3) Two similar colleges should be established immediately for girls, one with Pashto and the other with Persian as the main language of instruction. (4) A faculty of education should be established in the University of Kabul to provide a 1-year course for the training of secondary school teachers. A further course of study should be organized by this faculty for the training of directors, headmasters, school administrators, and inspectors. 13/

These recommendations were studied by the Ministry of Education and the Columbia University Teachers College team, and as a result of such deliberations, it was considered highly desirable to have an Institute of Education. The Institute was officially established by an act of the Council of Ministers and His Majesty, the King of Afghanistan, in March 1953.

12/ The Royal Afghan Ministry of Education. Education in Afghanistan. Kabul, 1956. p. 66.

13/ UNESCO. Report of the Mission to Afghanistan. Paris, 1952. p. 54.

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The functions of the Institute were outlined as follows:

(1) The first function is the development and conduct of professional programs designed to prepare teachers and other educational workers for the primary and secondary schools of Afghanistan. This is the basic task of teacher education. It includes the preparation of prospective teachers and the upgrading of school administrators, inspectors, and teachers already in service.

(2) The second major function of the Institute of Education is to serve as the parent organization for the proposal, study, planning and initiation of new and special aspects of education. The English Language program which will soon be inaugurated is an example. The proposed demonstration school library in Darul Mo'Alemein and the training of teacher-librarians is another example. The development of preservice and inservice training programs for teacher-guidance workers, directors, headmasters, and inspectors is still another example.

(3) A third major function of the Institute of Education is educational research designed to provide the information needed for educational planning, curriculum development, and effective teaching. This function is intended to include not only the designing and conduct of special research studies, but also the training of school administrators, inspectors, and teachers to play their respective roles in the conduct of research studies and in the use of research data in the education of students.

(4) The fourth major function of the Institute of Education is the development of a program of writing and publishing appropriate indigenous teaching and learning materials.

The Institute is headed by a President who is also the Chairman of its Advisory Board. The Advisory Board includes the President of the University of Kabul, the Dean and one elected member of the Faculty of Literature, the Dean and one elected member of the Faculty of Science, the Director and one elected member of the staff of Darul Mo'Alemein, and a representative of the Directorate of Secondary Schools for Girls in Kabul. The UNESCO and ICA teacher-education specialists have the status as consultants at the Institute.[14]

At present, the Institute of Education is the center of various activities along the lines of its functions and responsibilities. It is developing programs for teacher education such as the reorganization of the program of studies of the Kabul Darul Mo'Alemein, including other newly established Darul Mo'Alemeins in certain provinces assisting the Ministry of Education in planning and carrying out the inservice education of teachers, experimenting on various ideas at all levels of education on a basis which would really meet

[14] Columbia University Teachers College, Teacher Education Team in Afghanistan. Third Six Month's Report. October 21, 1953. p. 4-8. Mimeographed.

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the demands of education in the country, helping to develop indigenous reading materials as texts or sources of reference in the schools, and assisting teachers, particularly the staff at the Kabul Darul Mo'Alemein in various other ways. In accordance with the desire of the Ministry of Education and the help of Columbia team, a sizeable English language program is underway. This program endeavors to train teachers of English and at the same time to develop indigenous reading materials and other media for teaching English. There is now an Instructional Materials team which conducts experimentations with the most urgently needed materials, attempts to produce the best materials as a result of their experimentation, and helps to insure the full utilization of these materials in classrooms.

Additional teacher-training institutions have been created in provincial towns such as Kandhar and Jalalabad, but they are all at the secondary level and are in a state of reorganization. They are known as Provincial Darul Mo' Alemeins. The creation of these new Provincial Darul Mo'Alemeins, the expansion of the programs of Kabul Darul Mo'Alemein, the ongoing preservice and inservice programs, provision of instructional materials, and the leadership of official and private agencies concerned and involved with all phases of this task have brought about substantial progress in preparing teachers for the schools of the country.

As yet there are no girls' teacher training institutions in the country. The Institute of Education has an inservice program for women teachers designed to improve their teaching ability, and it is reported that the program has had considerable success. The public school survey and planning team report cites the following facts to explain the nature of the problem involved in the area:

> 1. The advent of women teachers is a relatively recent event. At the time of the UNESCO report, women were just beginning to replace men as instructors in schools for girls.
>
> 2. There has been a tendency to accept as teachers individuals with a minimum of education. Any young woman was employed as a teacher who had completed formal schooling or the equivalent just one year beyond that of the pupils in her charge. This is no longer typical. Except for teachers of village schools, an increasing number of women entering the teaching field have additional years of education.
>
> 3. Since women teachers often had little more education than their students, the pressing need and therefore the direction of effort has been to raise the education level of girls' schools. There has been no comparable attention given to prospective teachers' preservice education. The former has been achieved to a noticeable extent in Kabul city and less so in Provinces where there is as yet little schooling beyond grade 6. There is a growing number of Kabul women teachers who have passed 9th to 12th grades. This fact was evident in the first winter Session

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Workshop for elementary school women teachers in 1958. Of the 73 participants, only two had as little as 6 years of school, and only eight others had been through no further than eighth grade. On the other hand, 50 percent of the group had completed middle school or the equivalent, one-third were either 10th, 11th, or 12th grade passed students, and one had studied at the University.15/

Higher Education

The University of Kabul is the only institution of higher learning in Afghanistan. At present it has ten faculties and the Institute of Education. The University was officially established in 1946. The faculties which were already in existence before that time were the Faculties of Medicine founded in 1932, Political Science and Law in 1938, Science in 1941, and Literature in 1944. Since then, new faculties have been added, Theology or Islamic Law in 1950, Faculty for Women in 1951, Agriculture and Engineering in 1956, the Faculty of Medicine for Women in 1957, and the Faculties of Finance and Pharmacy in 1958 and 1959 respectively. (Reliable data regarding the University of Kabul which would be pertinent to be reported here have been difficult to obtain. The University and its various faculties have grown rapidly in recent years and there has been little time to publish materials regarding their status or development.)

As part of the public school system, the University of Kabul is subsidized completely by the Afghan Government. Almost all the student expenses such as tuition, books, other teaching materials, and even allowances for clothing, board and room, especially for students from the provinces, are provided by the government. The University is actually under the control of the Minister of Education. A University Senate composed of four elected members for each faculty governs the University. The President is elected by the University Senate and is appointed with the approval of both the Prime Minister and the Minister of Education. His term of office is 3 years. There is a Council in each University faculty and the Dean of Faculty is elected by this Council. These elections must be approved by the Prime Minister, the Minister of Education, and the President of the University. The Faculty Council selects the professors, associate professors, and assistant professors through examinations.

Students are admitted to the University on the basis of certificate of graduation from a lycée or its equivalent and with an evaluation of their secondary school record through a selection system devised only recently. A plan for the selection of students for the faculties has been suggested by Teachers College, Columbia University Team at the Institute of Education, Kabul University, on an experimental basis. This is an attempt to provide a basis for selecting students for the various faculties of the University of Kabul. The course of study in all the faculties covers 4 years, with

15/ The Public School Survey and Planning Team. USOM to Afghanistan. ICA Contract No. 206-69-058. Public School Education in Afghanistan. (A survey of needs and proposals for development). 1959. p. 105-106.

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the exception of medicine which requires 1 year of preparatory education, 5 years of medical education and 1 year of internship. Instruction in the University is conducted in five different languages, namely Persian (Farsi), Pashto, English, French, and German. Except in the Faculty of Agriculture and Engineering, courses taught in foreign languages have to be translated into Persian. The Faculty of Agriculture and Engineering is the only one which has a semester system; all the other faculties use the 9-month year system and they have the winter vacation instead of the summer vacation period.

Faculty of Agriculture and Engineering

The Faculty of Agriculture and Engineering established in 1956 is combined administratively. It has been recommended by the Illinois survey team that the Faculty be divided into separate faculties, one for agriculture and one for engineering. A curriculum for agriculture which is suited to the needs of the country has been started through the efforts of the University of Wyoming team under contract with ICA. The program is divided into eight semesters, and all courses are taught in English. The curriculum is the same for all agricultural students. Effort is being made to introduce the necessary laboratory work in connection with some of the courses. 16/

Program of Study in Agriculture

Freshman Year

First Semester	Semester Hours	Second Semester	Semester Hours
English	4	English	4
General chemistry	5	General chemistry	5
Animal production	4	Agronomy (advanced crops)	3
Agronomy (crops)	3	Agriculture mathematics	4
Agriculture orientation	1	Agriculture orientation	1
Total	17	Total	17

Sophomore Year

English	3	English	3
General botany	4	Zoology	4
Agriculture economics	3	Agriculture economics	3
Agriculture engineering	4	Animal production	3
Poultry (principles)	3	Dairy (elements)	3
Total	17	Total	16

16/ Pertinent data and information on faculties with their course of study, except medicine, are adapted from a survey report prepared by the University of Illinois Team entitled Kabul University (an evaluation of its present status and recommendations for future growth and development to accomplish its role in education, research and public service for Afghanistan) by Ross J. Martin; Donald L. Kemmerer; M. B. Russell; and Carl S. Vertling. 1959. Typescript.

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Junior Year

First Semester	Semester Hours
English	3
Soils (introduction)	4
Bacteriology (general)	4
Genetics	3
Vegetable growing	3
Forestry (general)	3
Total	19

Second Semester	Semester Hours
Soils (fertility and management)	4
Orientation in extension	3
Organic chemistry	3-4
Animal nutrition	3
Fruit growing	3
Statistics (elements)	2
Total	18-19

Senior Year

Range management	3
Agronomy (plant pathology)	3
Entomology	3
Rural sociology and field work	3
Agricultural marketing	3
Advanced field crops	3
Total	18

Dairy production	3
Plant physiology	3
Plant breeding (applied genetics)	3
Agriculture teaching methods	3
Agriculture research techniques	3
Veterinary elements	3
Total	18

In the opinion of the Illinois survey team:

The courses offered are similar to those included in the program of general agriculture in many of the Land-Grant Colleges in the United States. An examination of the textbooks used and the quantity and quality of subject matter presented reveals that the instruction received by Afghan students is considerably less rigorous and extensive than that received by university students in most colleges of agriculture in the United States. However, the course of study would probably compare quite favorably with that offered in American agricultural colleges when the latter were at a comparable stage of development.

The summary of their recommendations were as follows:

1. The creation of an autonomous Faculty of Agriculture.
2. The addition of two 6-month work periods as a requirement for graduation.
3. The creation of an agricultural experiment station as part of a University-wide Research Institute.
4. The organization of Departments of Plant Science, Animal Science, Agricultural Economics, and Agricultural Extension with provision for students to major in these departments by the proper selection of courses and areas of their 6-month assignments.
5. The expansion of the use of laboratory work in the instructional program.

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6. The collection and collation of factual information dealing with Afghan agriculture as a means of orienting more effectively the content of the subjects taught.
7. Foster by every appropriate means close working relations with all other agencies, public and private, that are directly involved with the technical improvement of Afghan agriculture. 17/

The engineering program of the Faculty of Agriculture and Engineering offers courses dealing mostly with the civil engineering, surveying, structural design, and highways. This is a 4-year course. The work for the first 2 years is somewhat similar to subjects offered in most engineering schools, such as the basic physical sciences and mathematics. It has been reported, however, that because of the lack of qualified teachers and suitable textbooks, changes have been made in the courses and the program.

Program of Study of the 4-Year General Engineering of the Faculty of Agriculture and Engineering, revised February 1957 1/

Freshman Year

First Semester	Semester Hours	Second Semester	Semester Hours
Chemistry (general)	5	Chemistry (general)	5
Engineering drawing	3	Engineering drawing	3
English	4	English	4
Mathematical analysis	5	Mathematical analysis	5
Engineering orientation ...	1	Engineering orientation	1
Total	18	Total	18

Sophomore Year

Civil engineering surveying	4	Civil engineering surveying	4
Mathematics (calculus)	5	Mathematics (calculus)	5
Physics	4	Physics	4
Geology or electrical (DC circuits)	3-4	Geography or geology or DC circuits	3-4
English	3	English	3
Total	19-20	Total	19-20

1/ Illinois University Survey Team Report. Kabul University. 1959. p. 80.

17/ Illinois University Survey Team Report. Kabul University. 1959. p. 82.

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Junior Year

First Semester	Semester Hours
Analytical mechanics	5
Engineering thermodynamics	3
Metallurgy	3
Differential equations	3
Aerial surveying	3
Highways	3
Total	18

Second Semester	Semester Hours
Strength of materials	4
Engineering thermodynamics	2
Stresses	2
Fluid mechanics	4
Engineering reports or English or history	3
Material testing	3
Total	18

Senior Year

Reinforced concrete	3
Applied hydrology	4
Engineering economy	2
Internal combustion engines.	3
Irrigation and drainage	3
Structural design	4
Total	19

Reinforced concrete	3
Municipal water supply and sewerage	3
Specifications and estimating	2
Structural design	4
To be selected *	6-8
Total	18-19

* Courses given in the senior year could be chosen from the following list, depending upon the background of the available instructors and also upon equipment and laboratory facilities available: Direct Current, Alternating Currents, Electrical Circuit Analysis, Methods of Engineering Investigations, Fluid Machinery, Soil Mechanics, Kinematics.

In connection with the engineering education, the Illinois Survey team views and recommendations were as follows:

Recommendations:

Continue the instruction in a foreign educational language, (for example, English) including classroom lectures, textbooks, reference books, and library assignments, so that the student can be given responsibility and duties in self-study, and can maintain his interest and knowledge in the field, and study new areas as desired and necessary after graduation.

Concentrate on one or possibly two fields of engineering rather than spreading the program too thin unless and until several hundred students are enrolled. It is more important to cover the three basic areas of engineering which are (a) the processing of materials, (b) the processing of energy, and (c) the processing of information, than to compartmentalize into such areas as civil, electrical, mechanical, etc.

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Emphasize the learning process and engineering method of problem solution rather than subject matter for its own sake. This implies and requires problem solving and independent student design rather than total classroom lecture system.

Control the quality of students at the beginning and throughout the program. Strive for a homogeneity of background in the necessary tools of educational language, science, mathematics, and social studies. The dull or slow student holds back the whole class: Separate him out or either bring him up to standards with remedial training or drop him from the program. Quality is much more important than quantity.

Develop the program solidly from the bottom up. First, solve the problem of basic courses in the Faculty of Science, next strenghten the engineering sciences, and third, develop the professional courses. Engineering mechanics needs strengthening in both statics and dynamics. Thermodynamics should be taught as an engineering science, not from a physics viewpoint. This applies also to basic electrical circuits. Professional courses should show application of basic engineering sciences.

Develop laboratories as rapidly as facilities will permit. These should be student laboratories, not demonstration laboratories. Students must learn to do things themselves with their own hands and brains, not merely be shown how to do these things by others. Utilize the laboratories of the Afghan Institute of Technology when necessary and incorporate practical work periods for field and laboratory experience.

Insist that instructors in engineering sciences and professional courses have experience in professional engineering activities.

Move as quickly as possible to Afghan teachers who have had proper training in their field of specialty and utilize highly qualified foreign professors as advisers and special lecturers.

Initiate a program of seminars and conferences to bring outstanding speakers to the campus to describe and discuss current engineering problems in Afghanistan. Both students and instructors should actively participate in these programs. Afghan and foreign engineers taking part in active engineering projects should be involved. 18/

The Faculty of Science which also offers a 4-year program is now being reorganized. The courses such as chemistry, physics, biology, and mathematics were similar to those offered in the Faculty of Agriculture and Engineering.

18/ Illinois Survey Team Report. Kabul University. 1959. p. 84-87.

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At present, the Faculty of Science is trying to establish Departments of Mathematics, Physics, Chemistry and Biology. Then, these departments will offer courses in their respective fields to meet the requirements of students who wish to major in these fields as well as those enrolled in the Faculty of Agriculture and Engineering. The Faculty of Science faces the same problems with respect to lack of instructional facilities such as laboratories, libraries, other teaching aids, as does the Faculty of Agriculture and Engineering. The present critical status of these Faculties is summed up by the Illinois Survey Team in the following terms:

> At the moment the Faculties of Science and Agriculture and Engineering are each offering or desiring to offer essentially similar beginning courses in mathematics, physics, chemistry, and biology. Neither Faculty has an adequate staff to do the job independently, and the laboratory facilities for physics, chemistry, and biology are exceedingly limited, particularly in the Faculty of Agriculture and Engineering, where electricity and water are not yet available. The Faculty of Science has potentially adequate laboratory facilities for courses in physics and biology on the Ali Abad Site. In addition, the beginning of the development of a core library in the Faculty of Science is very encouraging. 19/

Faculty of Medicine

The Faculty of Medicine was founded in 1932 and became a faculty of the University of Kabul when the University was organized in 1946. The program of study in the Faculty of Medicine covers one year of preparatory (premedical), 5 years of basic medical education and 1 year of internship. Generally, candidates for entrance to the Faculty of Medicine are required to have completed 6 years of primary, 6 years of secondary, and 1 year of premedical education.

Program of Study for the Faculty of Medicine
(Hours of Work for Theoretical and Practical Subjects for Academic Year 1957)

Subjects	Hours of Work		
First Year	Theory	Laboratory	Total
Gross anatomy	144	128	272
Histology	48	64	112
Embryology	64	0	64
Biochemistry	96	128	224
Physiology	135	0	135
Total	487	320	807

19/ Illinois Survey Team Report. Kabul University. 1959. p. 160.

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Subjects	Hours of Work		
Second Year	Theory	Laboratory	Total
Gross anatomy	144	128	272
Physiology	144	64	208
Biochemistry	144	64	208
Bacteriology and parasitology	105	75	180
General pathology	53	59	112
Total	590	390	980
Third Year			
Special pathology	48	48	96
Medicine	192	216	408
Surgery	176	120	296
Dermatology	112	216	328
Urology	48	96	144
Preventive and social medicine	48	30	78
Total	624	726	1350
Fourth Year			
Pharmacology	80	80	160
Pediatrics	96	0	96
Neurology	80	72	152
Medicine	244	144	368
Dermatology	48	72	120
Obstetrics	48	72	120
Surgery	176	144	320
Otolaryngology	64	72	136
Preventive and social medicine	80	30	110
Total	896	686	1582
Fifth Year			
Gynecology	96	144	240
Radiology	96	72	168
Ophthalmology	160	72	232
Pharmacology	64	64	128
Forensic medicine	64	24	88
Anaesthesiology	64	0	64
Neuropsychiatry	128	72	200
Preventive and social medicine	112	30	142
Pediatrics	0	144	144
Total	784	622	1406

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The subjects included in the premedical year are general chemistry, organic chemistry, zoology, botany, and physics. The final grade is reported to depend upon the written examination 40 percent, the oral examination 30 percent, and the impression of the work done during the year 30 percent.

The Illinois Survey Team has made the following comments in connection with the premedical program of the University:

> ...serious doubts must be raised as to the adequacy of the one-year premedical program now given for 12th grade graduates who are to go on to the Faculty of Medicine for five additional years leading to the M.D. degree. Although the dire need for physicians in Afghanistan may offer a partial justification, it is not possible in one year beyond high school to present an adequate foundation in mathematics, basic science and such important things as language, proper speech, economics and psychology (and possibly others) ... 20/

The final or sixth year of the medical program is internship. The students take training at the University Hospital 6 days weekly from 9 a.m. to 4:30 p.m. They work 2 months in each of the following departments: Medicine, surgery, pediatrics, obstetrics, and gynecology; and 1 month in the departments of ophthalmology, otolaryngology, and neuropsychiatry. The training in the hospital includes such activities as physical examination of the patients, taking case histories, and routine laboratory work. 21/

A Summary Review of United States Operation Mission, Afghanistan - ICA Activities in Education in Afghanistan as of the End of 1959

United States economic assistance to Afghanistan under the Mutual Security program began in 1952. The main objective of this aid has been to train Afghan nationals to work on selected projects in such fields as education, agriculture, transportation, public administration and related activities, all of which are aimed to contribute to the development of the country's economy. According to the annual Royal Government of Afghanistan and United States Operation Mission to Afghanistan Project Progress Report dated January 1, 1960, at the end of 1959 there were 27 active technical and economic cooperation projects centered principally in education, transportation, public administration, agriculture, and Helmand Valley development. This following report reviews briefly the status of these projects as of the end of 1959.

20/ Illinois Survey Team Report. Kabul University. 1959. p. 93.

21/ Pertinent data regarding the Faculty of Medicine are adapted from a report dated June 8-July 8, 1957 by Benjamin G. Horning, M.D. entitled Medical Education in Afghanistan, and the report of the Illinois Team, Kabul University of 1959 cited previously. Both reports deal with evaluation of the status and make recommendations for development of certain aspects of university education.

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The need for technically trained workers in Afghanistan has been recognized by the Afghan leaders for some time. Therefore, in order to assist the Afghan Ministry of Education in strengthening secondary technical education in the country, a project was started in 1954 in connection with Afghan Institute of Technology. The Foreign Operation Administration, a predecessor to International Cooperation Administration, had signed a contract with the University of Wyoming through which the University would assist in developing the Institute. This project under the guidance of Wyoming team and with the cooperation of the Ministry of Education emphasizes the development of a curriculum which will provide for the Institute's students:

> Secondary level knowledge of pure and applied mathematics and physical science; general knowledge of tools, materials, processes, and methods required in various technical fields; specialized knowledge of and experience with tools, materials, processes, and methods which are of practical value to the individual student in his chosen technical field; and, for superior graduates, the prerequisite for entrance into the Faculty of Agriculture and Engineering of Kabul University.

It is reported that approximately 300 students finished the school during the calendar year 1959. There were 53 graduates and of these 14 were assigned to the Faculty of Agriculture and Engineering, 7 to the Ministry of Defense, 8 to the Ministry of Mines, 4 to the Ministry of Public Works, 4 to the Ministry of Education, and 16 to Civil Aviation.

In the field of vocational agriculture education, the University of Wyoming had signed a contract in 1952, amended in 1956, to assist in developing the Vocational Agriculture School in Kabul. This school established in 1925 was the only institution offering elementary agricultural education until the opening of the Faculty of Agriculture and Engineering in 1956. The project in this connection has the following aims:

> 1. Establish on a sound basis, the vocational agriculture high school capable of graduating 80 students per year to supply the increasing demands of various ministries and industries in Afghanistan for trained sub-professional agricultural workers.
>
> 2. Provide vocational agriculture courses in the provincial elementary schools of Afghanistan, and assist the RGA Ministry of Education in establishing three new vocational agriculture schools in the provinces.
>
> 3. By 1961 to prepare 30 qualified students who will satisfactorily meet the entrance requirements each year for the Faculty of Agriculture and Engineering at Kabul University.
>
> 4. Provide training abroad, and inservice training, for agriculture teachers who will take over all teaching and administration for the Vo-Ag School and Vo-Ag schools in the provinces after Americans depart.

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5. Assist the Ministry of Education in establishing courses in basic agriculture for students in primary teacher education.

With these goals in mind, considerable progress has been made in improving the curriculum, strengthening the instructional staff and materials, and even in the consideration of additional building to provide adequate space for shops, library, recreational hall, and similar facilities for the school. In 1959, 50 students received diplomas from the school. Of these graduates, 30 were assigned to continue their studies in the Faculty of Agriculture and Engineering, 16 to the Ministry of Agriculture, 8 to Helmand Valley Authority, and 1 as assistant teacher to the Vocational Agriculture School.

The report of the UNESCO Mission to Afghanistan published in 1952 stressed the importance of teacher education. The Ministry of Education was also greatly concerned with the problem. The United States was invited to assist in a teacher-training program. Through official ICA Contract, signed April 5, 1954, the Teachers College, Columbia University team has been involved in the teacher education program. In 1956, a program for training Afghan nationals to teach English was also added to the teacher-training program of the Columbia University team. The project is carried on through the Institute of Education which is a part of the University of Kabul and serves as liaison between the University and the Ministry of Education.

The aims of the program as stated in the project agreement are as follows:

1. Develop and implement improved programs for the preservice and inservice education of teachers and other educational personnel of all levels of the Afghan school system. Particular attention has been and will be given to the teaching of science.

2. Train Afghan personnel for the Institute of Education, University of Kabul, and the Ministry of Education, sufficient to carry forward these improved programs of teacher education.

3. Develop an Afghan-manned program of teaching English.

4. Build a more functional curriculum for teacher education and for primary and secondary schools, including rural education, with particular emphasis upon science, agriculture, and social studies.

5. Provide American teachers of English on an interim basis until objective (3) above is realized.

6. Initiate a program of educational research designed to provide the data necessary for the development of educational policies, plans, curricula, syllabi, and textbooks.

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7. Prepare appropriate teaching and learning materials for the children, youth and adults of Afghanistan and to initiate a system to continue and extend this work.

Substantial progress has been reported in all phases of the objectives of the teacher-training program enumerated above. During the calendar year 1959, under this project, a new program for faculty graduates who had not had professional work in education was instituted at the University of Kabul. It is reported that this will be a post-graduate fifth-year program and will emphasize professional education. Graduates may be awarded a master's degree after one year's additional work.

By an agreement between the Ministry of Agriculture, Royal Government of Afghanistan and the International Cooperation Administration of the United States, under project dated February 16, 1956, assistance is being provided to develop the Faculty of Agriculture and Engineering.

Project goals are stated in the following terms:

1. Assist the RGA in establishing a Faculty of Agriculture and Engineering at Kabul University capable of graduating a minimum of 10 students in agriculture and 15 in engineering by the end of 1961.

2. Cooperate with the educational officials and ministries of the RGA in designing adequate curricula in agriculture and in engineering at the University level.

3. Promote further training of some of the Faculty graduates and other qualified persons as participants in order to help build an Afghan teaching and administrative staff for the Faculty of Agriculture and Engineering.

4. Exemplify sound teaching methods and techniques at University level and encourage Afghan associates to follow and adopt them.

5. Assist RGA in designing and equipping classrooms and laboratories which will meet the needs of agriculture and engineering faculties.

Since its establishment March 1956, a 4-year program of study in agriculture and engineering (suitable to the country's needs) has been in operation. At the end of 1959, a total of 13 seniors graduated from the Faculty, 9 from the Agriculture section and 4 from the Engineering section.

The Faculty of Agriculture and Engineering will soon be reorganized on the basis of two divisions: one for agriculture and one for engineering. Each division is to be departmentalized along the following lines:

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Division of Agriculture
- Department of Animal Science
- Department of Extension
- Department of Plant Science
- Experimental and Demonstration Farm

Division of Engineering
- Department of Civil Engineering
- Department of Electrical Engineering
- Department of Industrial and Chemical Engineering
- Department of Mechanical Engineering
- Materials Testing Laboratory and Machine Shop

A plan for selection of students will also be adopted. One possible selective method is suggested to include accepting students with high secondary school records and recommendations or standardized entrance examinations which all prospective students must pass before being accepted.

In December 1956, International Cooperation Administration approached Teachers College (TCCU), Columbia University to include the Kabul University Administration survey project in the existing contract which they had in connection with teacher-training program in Afghanistan. They agreed to this amendment and as a result TCCU provided the Advisor and Secretary for a period of about 18 months. The project was considered to be a survey of future needs through which long-range official mutual cooperation might be more objectively studied. The Advisor's Report of 1958 indicated the need for assistance for Kabul University on a larger and broader basis. After that, another advisory team of six members, known as the Illinois team since four of the members were from the University of Illinois, went to Afghanistan for 3 months during the summer of 1959. The report of the Illinois team provided basis for the good deal of the future planning for Kabul University development.

The goals of this new project as stated in the project progress report as of January 1, 1960 are as follows:

1. Assist various Faculties and teaching areas of the University with respect to curricula, preparation of teaching materials, research techniques, course instruction, and training of staff members. The following Faculties and areas are included: Agriculture, engineering science, business, public administration, letters, and women's faculty.

2. In carrying out the above, provide training in the United States and possibly third countries, during the life of the project, for faculty members, and other persons being groomed for faculty positions, as well as for some administrators.

3. Provide U. S. technicians in the above fields, the library, university press, maintenance and university administration.

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4. Help provide needed textbooks, periodicals, equipment and supplies to the University to make it possible to achieve goal 1.

5. Assist Kabul University in developing a University Preparatory Institute, if the University decides to establish one.

6. Develop Kabul University administration including student guidance, activities and records, financial management, building and campus maintenance, library system and Kabul University Press.

The International Cooperation Administration in cooperation with Kabul University now has a master plan, building plans, and specifications for a new university campus on the 380-acre Ali Abad Site. When Kabul University, as an institution of higher learning became a reality in 1947, the faculties which made up the University were poorly housed in buildings scattered throughout Kabul. The instructional facilities, even classrooms, were inadequate. The solution of this problem has been slow. By 1960, few temporary buildings for Science, Agriculture and Engineering, and Medicine were built on the new university campus. It is hoped that eventually other faculties will all be brought together on this new site.

Specific goals as stated in the 1960 project agreements are:

1. Provide imported building materials, commodities, and equipment required for the completion, including site grading and utilities of five buildings in Group I of Kabul University construction. These will be an administrative and classroom building; a library; an Engineering Building; a Science and Agriculture Building; and an 800-student dormitory. 22/

The following is a summary of educational and cultural activities of other foreign organizations in Afghanistan: Since 1949, UNESCO has been assisting the country in promoting various aspects of education. The UNESCO activities in Afghanistan have included a comprehensive critical study of the country's educational system which was published as a major report in 1952, providing educational advisers, assisting in fundamental education, donating grants to equip school laboratories, training teachers in audio-visual aids, helping Kabul Museum and Kabul Public Library.

The Asia Foundation has been assisting in various ways by providing music and program advisers to Radio Kabul, books to the Ministry of Education, publication of a catalog for Kabul Museum, grants to the Ministry of Education Press, and presently providing advisers on physical education.

Other foreign governments and agencies, such as the Federal Republic of Germany, the French Government, the government of India and the British Council, have been assisting the Ministry of Education by donating books, granting fellowships or scholarships for Afghan students, and pursuing other activities of a similar nature.

22/ Royal Government of Afghanistan, USOM/A Director's "Project Progress Report" section dealing in "Education". January 1, 1960. Typescript. p. 23.

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